

Learning and Social Skills Rubric for Knollwood Report Card

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Performance Indicators	Rubric
Engaged: participates in learning	<p>3</p> <ul style="list-style-type: none"> • Asks appropriate questions and answers questions that require both literal and interpretive responses • Talks about the content of the class with peers and teacher(s) at appropriate times • Works during allotted time on assigned tasks
	<p>2</p> <ul style="list-style-type: none"> • Answers questions appropriately when asked • Responds to peers and teachers about the content of the class • Intermittently works during allotted time
	<p>1</p> <ul style="list-style-type: none"> • Answers questions at a literal level when prompted • Discusses the content of the class at a surface level • Intermittently works during allotted time depending on level of interest and level of engagement in activity
	<p>E</p> <ul style="list-style-type: none"> • Posture, eye contact, facial expressions consistently indicate interest in class activities • Investigates topics outside of classroom and brings new learning to the subject • Prompts others to participate in learning • Willingly tries new strategies and readily applies new learning
Resourceful: sorts out problems; seeks help appropriately	<p>3</p> <ul style="list-style-type: none"> • Observes peers and adjusts work behaviors accordingly • Searches for help independently; then asks for help from peers, teacher(s) if needed

	<ul style="list-style-type: none"> • Listens and revises work based on new information • Accepts a compromise when working in a group • Uses resources to find information • Makes appropriate choices
	<p>2</p> <ul style="list-style-type: none"> • Immediately asks for help from peers and teachers when needed • Adheres to one idea when working in a group even when the idea has been disproved • Sometimes incorporates ideas of others • With assistance, uses resources to find information • Considers appropriate choices and sometimes makes them
	<p>1</p> <ul style="list-style-type: none"> • Relies on getting help from peers and teachers • Is aware of appropriate choices but inconsistently makes them
	<p>E</p> <ul style="list-style-type: none"> • Creates his/her own system for success through self-awareness of learning style • Seeks out resources to find information • Compromises when working in a group
Persistent: stays on task; remains focused	<p>3</p> <ul style="list-style-type: none"> • Keeps working on task until it is completed • Checks task against the assignment for accuracy and completeness • Transitions smoothly from task to task
	<p>2</p> <ul style="list-style-type: none"> • Works on task intermittently; completion is inconsistent • Takes note of assignment only at beginning of task • Transitions from task to task with prompting
	<p>1</p> <ul style="list-style-type: none"> • Works on task intermittently, often without completing it • Work may address some parts of the assignment

Respectful: shows consideration and care for others and property	<ul style="list-style-type: none"> • May persist on a task without making progress
	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> • Is resilient in the face of challenges • Reminds peers to return to task when working in a group • Guides others in transitions from task to task
	<p style="text-align: center;">3</p> <ul style="list-style-type: none"> • Takes turns with others • Cleans up materials and area • Returns supplies and materials to proper places • Follows the teachers' directions • Talks at appropriate times and listens when others are speaking • Treats school property with care • Can be supportive of peers • Follows all safety protocol
	<p style="text-align: center;">2</p> <ul style="list-style-type: none"> • Stretches out his or her turn • Needs prompting to take his or her turn • Cleans up materials and area with assistance • Sometimes returns supplies and materials • Follows teacher's directions after repetition • Cross talks • May be supportive of peers • Follows safety protocol with prompting
	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> • May interrupt or distract others • Materials may be left somewhat scattered • Follows teacher's directions when the teacher is in close proximity • Sometimes makes unfavorable comments about the work of a peer • Shows disregard for established safety protocol

	<p>E</p> <ul style="list-style-type: none"> • Is supportive of peers • Speaks in a manner that shows regard for others • Thoroughly cleans up materials and area and helps others • Follows safety protocol and encourages peer compliance
<p>Cooperative: works and interacts well with others</p>	<p>3</p> <ul style="list-style-type: none"> • Contributes ideas in a group • Completes the part of a task assigned by a group • Participates in making decisions about how to divide the work in a group • Agrees or disagrees with others in a respectful manner ("I see your point about that, but I was thinking something different...") • Accepts constructive feedback • Follows directions
	<p>2</p> <ul style="list-style-type: none"> • Responds to the ideas of others • Works on task but may be slow to complete his/her part • Waits for others to decide how to divide work in group • May hold to his/her own idea in the face of its having been disproved • Follows directions initially, but may need redirection
	<p>1</p> <ul style="list-style-type: none"> • May opt out when prompted to speak • May speak off topic • When partnered carefully or supported by teacher, can move towards completion of his/her part of task • Sees his/her own perspective to the exclusion of that of others • Works successfully when reminders are frequently given
	<p>E</p> <ul style="list-style-type: none"> • Rises as a leader in a group • Listens carefully to the opinions and ideas of others and incorporates those ideas

	<p>successfully into the work of the group</p> <ul style="list-style-type: none"> • Works tirelessly until completion on his/her own part of task • Checks in on and supports other members of the group with their parts of the task • Allows others to experience the success of the group as their own
Prepared: is conscientious, organized and ready for class	<p>3</p> <ul style="list-style-type: none"> • Arrives to class in a timely manner and settles in • Brings supplies and materials necessary for class (writing implements, notebooks, textbooks, trade books) • Has supplies and materials ready when needed • Subject-area notebooks adhere to criteria established for layout and orderliness • Saves and can locate important hand-outs
	<p>2</p> <ul style="list-style-type: none"> • Arrives to class and settles in with some delay • Brings most supplies and materials necessary for class • May experience some delay in retrieving necessary materials for use • Saves handouts in uncategorized manner
	<p>1</p> <ul style="list-style-type: none"> • Arrives to class when work is already underway • Settles in with assistance after some delay • Handouts may be missing or difficult to retrieve
	<p>E</p> <ul style="list-style-type: none"> • Consistently begins work without prompting • Subject-area notebooks are thoughtfully and thoroughly organized
Punctual: completes assignments on time and meets deadlines	<p>3</p> <ul style="list-style-type: none"> • Assignments are completed and submitted in a timely manner • Completes work missed during absences in a timely manner
	<p>2</p> <ul style="list-style-type: none"> • Assignments are often completed but submission is sometimes delayed

Thorough: completes work with attention to quality	<ul style="list-style-type: none"> Absences may cause a backlog of work and some work may remain incomplete
	<p>1</p> <ul style="list-style-type: none"> Assignments are often incomplete even when submitted beyond the deadline Little acknowledgement is made of work missed due to absences
	<p>E</p> <ul style="list-style-type: none"> Assignments are completed thoroughly and submitted prior to or by the deadline Finds out about and makes up work missed during absences before or immediately upon returning to school with no teacher prompting
	<p>3</p> <ul style="list-style-type: none"> Attends to all parts of an assignment with equal measure Makes work neat: legible and visually clear Turns in work containing all required content Shows evidence of one's thinking by including underlying planning, writing explanations, filling in charts, etc.
	<p>2</p> <ul style="list-style-type: none"> Attends to some parts of an assignment more than to others Turns in work with some visual incongruence Turns in work with most of the required content but with some superficial treatment Includes some evidence of underlying planning without clear connection to final solutions or product
	<p>1</p> <ul style="list-style-type: none"> Attends only to some parts of an assignment Turns in work that may be difficult to read or understand visually Turns in work with scanty content and little detail
	<p>E</p> <ul style="list-style-type: none"> Attends to all parts of an assignment with equal measure, in some instances including even more than the assignment required

	<ul style="list-style-type: none"> • Makes work beautiful visually: well-balanced, sufficiently dark, colorful where appropriate, etc. • Turns in work containing all required content as well as supplementary information • Shows detailed evidence of one's thinking by including underlying planning, writing explanations, filling in charts, etc. that is clearly connected to the final product or solution
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